

College of Arts & Sciences

NEWSLETTER SPRING 2018

GONZAGA
UNIVERSITY

A message from:

Patricia Terry

Interim Dean of the College of Arts & Sciences



As I enter my second semester as Interim Dean of the College of Arts & Sciences, I am so very proud of the good work being done across the College: publications, innovations, and collaborations—the talents of our faculty members continue to impress and delight.

We're devoting much of this edition of the College of Arts & Sciences newsletter to the important collaborations between the College and the Center for Global Engagement. Gonzaga is committed to educating students for lives of leadership and service for the common good, and intercultural competence and global engagement are key components of that development.

To that end, the University has long maintained a relationship with the Pontificia Universidad Javeriana in Cali and Bogotá. While political conflict and violence afflicted Colombia for many decades, PUJ is committed to achieving peace and equality throughout the country. In 2014, they came together to create the Institute of Intercultural Studies, which would play a meaningful role in mediating conflict within and between communities, businesses, and states.

Last summer, we were honored to add a new component to Gonzaga's programming at PUJ, which would improve intercultural competence both for faculty and students, spread the dual immersion experience throughout a larger population, and cement and deepen Gonzaga's relationship with PUJ. Faculty projects

included overcoming cultural stereotypes, better understanding the socioeconomic and environmental complexities of life in Colombia, and helping to strengthen the impact of community partners in Cali.

And in the Fall, PUJ-Cali president Fr. Luis Felipe Gómez Restrepo visited Gonzaga to share details of the Institute's role in advancing the peace process in Colombia. He discussed the indefensible social injustice and economic inequality imposed by decades of violence towards the Colombian people, and the light he sees since the 2016 treaty signing by the Colombian government and the FARC-EP, the largest and oldest guerrilla contingency then in operation in Colombia.

Fr. Gómez invited the Gonzaga community to "reach a better understanding of world conflicts" and to "share the road to peace with us towards the challenge of reconciliation."

Thank you for joining us in exploring how the global stage helps contribute to our students' development, both at home and overseas. We hope you'll be as inspired as we are!



Pontificia Universidad
JAVERIANA
Colombia

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Dean's Research & Creative Activity Forum

Featuring the scholarly and creative work of College faculty

Each Semester, the Dean's office invites faculty who have published books, built collaborations, or made notable advancements in their fields to share details of their work with colleagues, students, and members of the community.

This is what we have in store for Spring 2018!



Janet C. Mann (left) and Molly Kretchmar-Hendricks

Creating Compassionate Foster Care

February 8th, 4:30 pm
Wolff Auditorium
Jepson Center

In their new book, *Creating Compassionate Foster Care: Lessons of Hope from Children and Families in Crisis*, Janet C. Mann and Dr. Molly Kretchmar-Hendricks describe an innovative approach to foster care that safely allows parents to stay connected with their children during the evaluation process while engaging foster parents as important partners in this work. This refreshing take delineates principles of effective foster care rooted in personal narratives drawn from over 20 years of experience and grounded in the science of attachment theory. With new care models and compelling case studies, the authors reflect on current principles and practice, while identifying and recommending the need for change.

Beautiful Weapons: the diversity of life

April 19th, 4:30 pm
Magnuson Theatre

When Assistant Professor of Dance Suzanne Ostersmith and Professor of Biology Brook Swanson team taught an interdisciplinary First Year Seminar, an unexpected performance was born. The Gonzaga Repertory Dance Company, featuring Swanson as narrator, debuted the piece in December and will tour across the Pacific Northwest this Spring. This is your opportunity to see how science can be depicted by dance, and how artists interpret science. It will be quite a treat!



"Beautiful Weapons" dance performance blends art and science (GU photo by Zack Berlat)



THE CORE OVERSEAS

Last summer Physics professor Erik Aver developed a course adding scientific inquiry to the Gonzaga in Florence curriculum. "Astronomy, Galileo, and the Birth of Modern Science" was a natural selection, as Galileo had ties to Florence.

This photo was taken at the Arcetri Observatory south of Florence

Gonzaga's Study Abroad program is a major component of the University's mission, which in part seeks to instill intercultural competence in students and faculty. Last year, 712 students studied overseas, with 310 of those enrolled in the College of Arts & Sciences in 28 majors and studying in 28 different countries.

With the new University Core in its second year of implementation, the Center for Global Engagement has been generous in adapting and developing courses to meet the core's learning outcomes. "We have been trying to build faculty-led, short-term programs around core courses," says Richard Menard, Director of the Study Abroad program. "This has been a particular motivation at Gonzaga in Florence, which is supposed to be our University Core program that allows any major to study there."

Outside of Florence, opportunities to fulfill core requirements abound. This summer, for example, Biology's Bill Ettinger will take students to study and work for three weeks at the Chimfunshi Wildlife Orphanage for the 9th time. This year, Chief Diversity Officer Raymond Reyes will join him, and classes will include field studies in biodiversity and a course on leadership and social change. During their time in Zambia, students will also have plenty

of opportunities to gain familiarity with Zambian cultural practices, with activities such as learning Bemba; enjoying traditional Zambian food, song, dance, and sport; and interacting with and teaching Zambian students.

Also this summer, Professor of Psychology Anna Marie Medina and Nursing's Julie Derzay are teaming up for the Gonzaga in Glasgow program. The six-week intensive will earn students six credits: three for Lifespan Development (which will carry a Global Studies designation and be cross-listed in the School of Nursing and Human Physiology) and three for a religion course.

Says Director of the University Core Curriculum Dr. Molly Kretchmar-Hendricks, "Richard [Menard] and I both agree that it is important for study abroad opportunities to allow students to fulfill core requirements, and we are working on creating consistent and predictable options."

The College in Colombia: Community and Culture, Coffee and Conservation



Creative Commons, 2008

Gonzaga has a long standing relationship in Colombia with Pontificia Universidad Javeriana in Cali and Bogotá as part of the affiliation between universities in the Jesuit West and their sister institutions.

For years, faculty members from across the university have traveled to Colombia to participate in intensive language training and collaborative activities that promote human rights, sustainable development, and interdisciplinary education, and we have welcomed our friends from PUJ here at Gonzaga in exchange.

But when then-Dean of the College of Arts & Sciences Dr. Elisabeth Mermann-Jozwiak—now Interim Academic Vice President—traveled to South America with Assistant Vice President of Global Engagement Dr. Joe Kinsella and School of Professional Studies Dean Joe Albert, a new initiative was born.

The three worked together to build a program to improve intercultural competence, to spread the dual immersion

experience throughout a larger population, and to cement and deepen Gonzaga's relationship with PUJ. To achieve those goals, they explored opportunities within existing research categories that would fit naturally with the interests and research of both PUJ and Gonzaga faculty.

Last Spring, the College of Arts & Sciences opened a competitive selection process for the first Community of Practice Cohort, yielding a group of five successful candidates collaborating with PUJ faculty on four projects: Greg Gordon (Environmental Studies) focusing on biodiversity; Katey Roden (a Visiting Scholar leading the College's Digital Humanities Initiative) and Pavel Shlossberg (Master of Arts program in Communication & Leadership Studies) collaborating to help organizations map cultural memory and values, Rebecca Stephanis (Modern Languages & Literature) working with faculty to develop a team-taught film course, and Stacy Taninchev (Political Science) gaining a greater understanding of the

sociopolitical impacts of coffee culture in Colombia. While the focal points of the projects vary greatly, each in some way correlates to advancing social justice and demonstrating attitudes that reflect curiosity, openness to difference, and critical reflection.

Now back in Spokane, the Cohort participants keep in close touch with their PUJ counterparts and continue to refine and advance their endeavors, meeting monthly as a group to help one another realize the potential each project offers, to explore new partnerships, and to collaborate on ways to overcome obstacles they may face.

In November, the group presented insights from their experiences in Colombia at the College's Dean's Research and Creative Activity Forum. From overcoming cultural stereotypes to better understanding the socioeconomic and environmental complexities of life in Colombia, the pages that follow will provide a glimpse of these diverse experiences.



PUJ-Cali "Theory of Editing" students



GU Professional Studies class, with Katey Roden, Pavel Shlossberg, and community partners



Rebecca Stephanis' "Latin American Film" students



Rebecca Stephanis with a statue of Colombian writer Jorge Isaacs



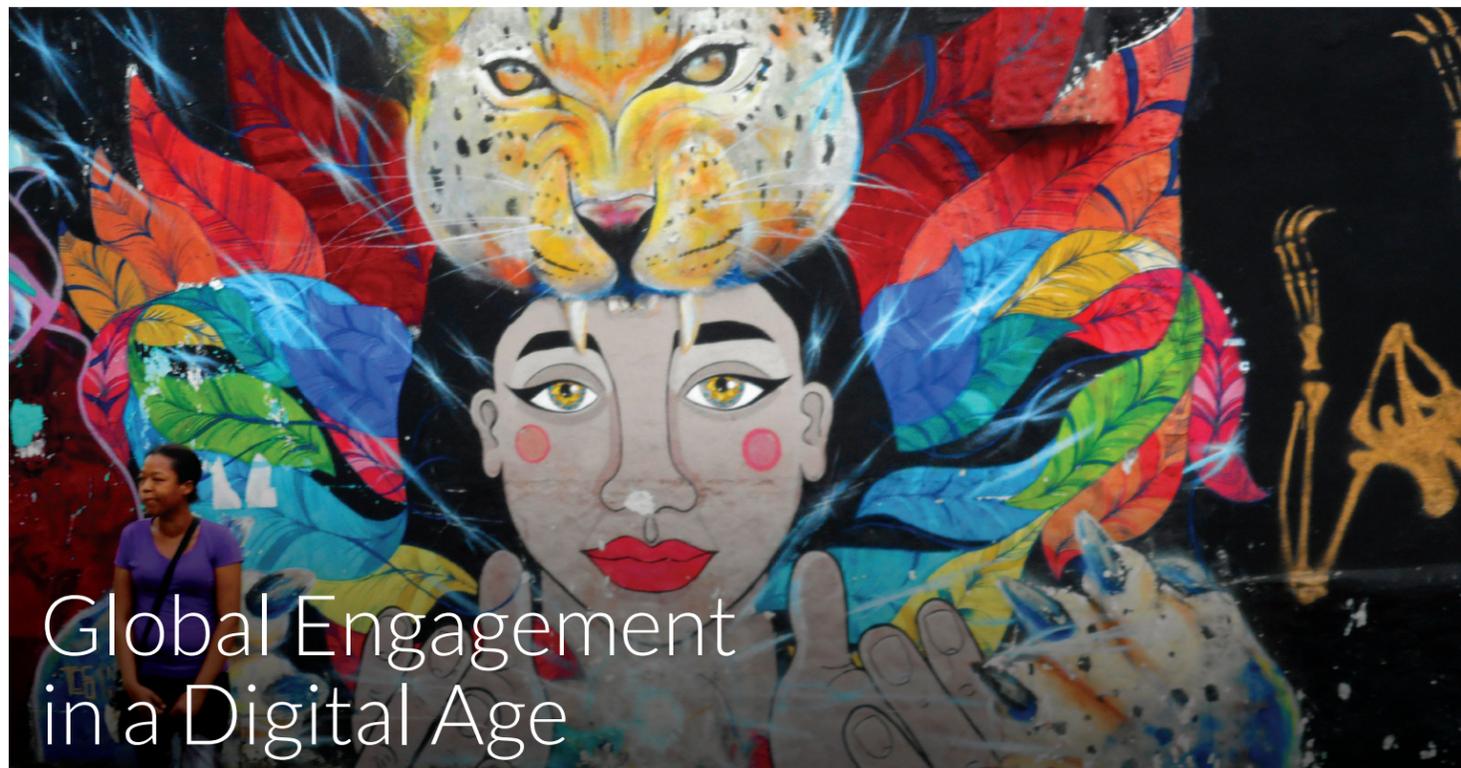
Stacy Taninchev at Villa Loyola in Pasto



Greg Gordon

The 2018 application process is now open to all Gonzaga faculty and will extend through **March 5**.

Submit an application at www.gonzaga.edu/colombia



Global Engagement in a Digital Age

Let's face it: pretty much everything we do today is tied to technology. These days, you can buy, sell, process, teach, or learn pretty much anything you want or need through digital technologies—all the way down to reading this article about translating global experiences through the digital humanities.

In the soundbite age in which we live, the ability to use technology has become essential to our success as professionals, and integrating these tools into the classroom primes students with the skills and perspectives that will help them find success in the workplace and in life. With this integration comes the expectation that students will transform from passive users of technology into active thinkers and users who will carefully consider how the ways they convey their thoughts and experiences will impact others.

The architects of the two projects presented here used very different approaches to introduce digital strategies that enhance the student learning experience. Here's what they did.

"TAKE 1"

While Dr. Rebecca Stephanis has lived in Costa Rica and traveled in several Latin American countries, before learning about the Community of Practice, her exposure to Colombian history and culture had been limited. "Much like my students," she said, "my perceptions and attitudes

toward Colombia [were] largely based on what I [had] seen in popular media and studied over the years."

Already fluent in Spanish, the Associate Professor of Modern Languages & Literature skipped the intensive language training part of the Community of Practice experience. Instead, she dove into a six-week independent study with three professors from area universities (PUJ-Cali doesn't have a literature program), where she read and analyzed Colombia's five foundational novels in order to better understand the political and cultural histories of the country.

She also connected with film professors like Mauricio Vergara Hurtado, who teaches in the PUJ-Cali Communications department, and they began developing a collaborative project that would involve both Stephanis' "Introduction to Latin American Film" and Vergara Hurtado's "Theory of Editing" students.

What emerged couldn't have come closer to fulfilling the outcomes the Community of Practice concept set out to achieve. In addition to the traditional coursework offered in each of their classes, Stephanis' and Vergara Hurtado's students would pair up and work together via digital channels to write a three-scene film script featuring an American and a Colombian student. The classes would then vote on the best script and Vergara Hurtado's students would film it.

One of Stephanis' motives in incorporating this collaborative project into the course was to overcome stereotypes. She gave little forewarning about exactly what she had planned for the students, and she declined the class' request for extra time to better inform themselves about Colombian culture before starting their projects. She wanted the experience

"The Digital Humanities Initiative is about much more than technology; here at Gonzaga, it's primarily about pedagogy, about faculty working to incorporate new ways not just of presenting and documenting information, but of working across platforms, across audiences, and sometimes even across languages to create multifaceted, dynamic learning environments for our students."

- Katey Roden, Director of the Digital Humanities Initiative

to be as honest and unrehearsed as possible. "You can still express what you think without being offensive about it," she told them.

The project was a success—the students' favorite part of the course. By conducting the project early in the semester, the class was able to view Spanish language films later in the term without cultural preconceptions. The conversations student teams conducted across time zones and international borders were honest and raw and touched on race and violence, politics and pop culture. They discovered that film depictions didn't necessarily reflect reality, and that they weren't so very different from one another.

"My partner worked to find commonalities between us rather than focusing on the differences," reflected senior International Relations major Analee Scott. "I'm wearing Nikes," he said. "Are you wearing Nikes? I'm on a MacBook Pro. Are you on a MacBook Pro?"

MAPPING COMMUNITIES

One of the integral components of Digital Humanities is experiential learning, so it made good sense to initiate a collaboration on an ongoing community activism project in Cali between the College of Arts & Sciences' Digital Humanities Initiative and PUJ Professors Fanny Franco and Claudia Mora.

DHI Director Dr. Katey Roden and Associate Professor of Communication & Leadership Studies Dr. Pavel Shlossberg, who also is involved with the DHI working group, would take ten Professional Studies students to Cali to work with four community partners who promote democracy, create grassroots civil society, and amplify marginalized voices in socioeconomically vulnerable neighborhoods.

"[D]igital technology mapping tools provide a set of ready enhancements to experiential learning, study abroad, and Communication and Community Development courses," the two wrote in a rationale for their project. "These features begin to realize the promise and purpose of Digital Humanities by creating bridges that foster global collaboration, create open access platforms, and generate ... collaborations that equalize access to the generation and circulation of knowledge locally and globally."

Wary of reinforcing stereotypes and conveying the paternalism and Yankee imperialism that sometimes accompany "North/South" collaborations, Shlossberg and Roden stressed that a successful course must benefit not only the students, but also the community. Working together, the community partners and students assessed what each organization needed, what the students could provide, and then developed a website that presents each organization's good work in an academic context, and embedded in the local community.

In conceptualizing the project, students considered the digital context of social change: how community members use technology to bring it about, and how technology can often bring people together but can sometimes create barriers. "Creating digital humanities projects for the public and with the public is a powerful way to engage in participatory communication and provide students an opportunity to think about both global and digital context," says Roden. The resulting website expands visibility of the four organizations and, by extension, the fundraising capacity necessary to increase their impact.

Few of the GU students who participated in the course were Spanish speakers, and some had never traveled outside of the United States. In order to create successful collaborations with the community partners, they necessarily ventured out of their comfort zones to overcome challenging language and cultural barriers. By design, Shlossberg and Roden also included daily self-reflection as a course requirement, culminating in a digital ethnographic introspection based on their own critical self-awareness—on what it feels like to be the other.

"By asking students to consider the correct mode to create their message and to share their content," says Roden, "we were hoping to invite students to ask the same critical questions the community partners engage in all the time: what's the right technology for my message? We asked them to not only do the work but to put themselves in the place of the community members."

Coffee & Conservation

Who wouldn't want to make the next top ten list? Only about twice the size of Texas, Colombia's wide range of ecosystems, temperate climate, and abundant biodiversity position the country to be on a few particularly hot ones.

The 2nd most biologically diverse country in the world, Colombia as of 2013 was home to 1,826 bird species (the most in the world), 700 amphibian species (350 of which are found only in Colombia), 520 reptile species, 456 mammal species, and 2,800 marine and freshwater species. It also generates the 3rd largest yield of coffee, with over 500,000 producers, 95% of whose farms are smaller than five hectares, or about 12-1/3 acres.

With its close proximity to biodiversity hot spots, coffee production is incontrovertibly intertwined with environmental conservation, and in the evolving political climate of Colombia, the social, political, and economic implications of conservation issues, too, are ever changing.

Associate Professor of Environmental Studies Dr. Greg Gordon and Associate Professor of Political Science Dr. Stacy Taninchev were naturally drawn to apply for the Colombia Community of Practice last summer as a means of enhancing the content of courses they each already teach on conservation and the global coffee trade. Here's a taste of what they learned.

Coffee culture

In 2016, Dr. Taninchev piloted a course that would become an interdisciplinary First Year Seminar focusing on the history,

agronomy, politics, and economics of coffee production. "Brewing Justice: The Global Coffee Trade" was designed to help students analyze each of these aspects of the coffee trade using tools from a variety of disciplines and would fulfill a social justice designation for the new common core.

The announcement of the Community of Practice application period percolated a new idea in Taninchev. Colombia's position in the global coffee trade would provide a natural place to explore everything about coffee from growing and harvesting practices to roasting, brewing, and cupping, not to mention the social, political, and economic challenges coffee growers face. That insight would expose her to perspectives she wouldn't find in books, and she could add experiential learning to her First Year Seminar by taking students to Colombia.

And to Colombia, she went. PUJ-Cali's Nicolás Clavijo shared with her the "1st mile problem," the challenge farmers face in transporting coffee—and bananas, which many farmers also produce in order to supplement their coffee income—over the rough and lush terrain surrounding their farms to the cooperatives that buy their crops. She traveled to coffee farms around the region, learning about the agronomy of growing coffee and gaining insight into the price fluctuations (and lack thereof) of coffee.



Dr. Taninchev at the Día del Campo

Alongside farm owners and majordomos, Taninchev participated in the Federación Nacional de Cafeteros' Día del Campo, where she learned techniques like what vegetation to plant around coffee plants to keep them intact on steep hillsides and added to the knowledge she gained from a priest at Villa Loyola in Pasto about environmental issues such as water usage and sustainable growing practices.

Over the course of her time in Colombia, Taninchev came to realize the experience would be better suited to upper level students, and she began constructing a new interdisciplinary, service-oriented course she'll propose as a capstone for the International Studies and Political Science degrees.

"You can only get this kind of deeper experiential learning from going [to a place] and being immersed," says Taninchev. "The experience absolutely made me a better professor."

The environment

Columbia has 59 nationally protected natural areas. Eleven percent of the country's area—55,090 square miles' worth of land—is devoted to national parks, an area just larger than the state of New York. There are 59 national parks in *all* of the United States!

Management of the parks system is not entirely straightforward, as many of the parks are home not only to

the rich flora and fauna, but also to indigenous and Afro-descendant communities. Greg Gordon set out to examine the capacity of local, non-state groups to provide sufficient resource protection for biodiversity conservation. Purace National Park near Popayan is a prime example of the indigenous community managing the park's ecotourism without a cogent environmental management plan.

Gordon also explored the role recently disarmed FARC guerilla groups played in conservation efforts. While FARC militants destroyed habitats in some areas through deforestation for illegal drug production and gold mining, their presence also diverted human development in others. Since they relaxed their hold on these pristine areas pursuant to the 2016 peace treaty, the sprint has been on for environmental protections to be established before industry can stake claim. According to Colombia's Institute for Hydrology, Meteorology, and Environmental Studies, since 2016, deforestation has risen 44%.

During his time in Cali and Bogotá and his journeys to parks throughout the country, Gordon made connections with academics that would inform future progress of this line of research, particularly with Martín Bermúdez-Urdaneta at PUJ-Bogotá and Germán Palacio of Universidad Nacional de Colombia in Leticia, who last Fall traveled to Gonzaga as a guest lecturer. Palacio's trip also afforded him and Gordon the opportunity to continue exchanging ideas that could result in a virtual collaboration between students at Gonzaga and in Leticia.

Drawing on his work in Latin America along with time he's spent in Africa, Gordon will continue building on the global components of his "Parks, Forests, and Wildlife" class to address both US and international conservation. While the course already devotes time to international park and wildlife issues, he's hopeful that integrating the first-hand knowledge of international conservation issues will lead to his course earning the Global Studies designation in the revised University Core.



Squirrel monkey near Puerto Narino, Amazonas; ©Greg Gordon

Making Our Mission Possible

As a Jesuit, humanist institution, we cherish our students' development into exemplary women and men, dedicated to lives of leadership and service for the common good.

We all approach this goal in a unique and special way, and like the other schools, the College of Arts & Sciences has its own strategies. We're proud of the energy each of our departments dedicates to executing our mission, and we want everyone to know about it. So we asked our department chairs:

"How do you develop women and men for others, ready to face the intellectual, vocational, and spiritual challenges of today and tomorrow?"

ART

Shalon Parker

The Art Department helps its students develop into "women and men for others" by encouraging them to apply their creative skills and talents to projects that serve the local Spokane community and then supporting them as they pursue such projects.

BIOLOGY

Kirk Anders

We are in the business of guiding the metamorphosis of students—from people who can learn facts and follow instructions for solving problems—into women and men who can use science to discover new facts and create the instructions for tackling unsolved problems.

CHEMISTRY & BIOCHEMISTRY

Jennifer Shepherd

The Chemistry and Biochemistry Department engages students in active learning through inquiry-based labs and undergraduate research experiences. We aim to incorporate social justice and environmental issues into our curriculum to help transform our students into women and men for others, particularly in courses that satisfy the Scientific Inquiry Core requirement.

CLASSICAL CIVILIZATIONS

Andrew Goldman

Studying the Classics involves grappling with the grand questions of human existence: life, death, love, the nature of the soul. In probing these questions and engaging with the great thinkers and writers of antiquity, our students come to know more about the ancient world, their own world, and themselves.

COMMUNICATION STUDIES

Jonathan Rossing

The Communication Studies curriculum equips students to thrive within ever-changing social contexts, by developing sophisticated skills such as critical message analysis, audience adaptation, and rich cultural awareness. Every semester the department hosts a career development themed speaker or workshop to help our majors showcase these abilities to their future employers.

ENGLISH

Ingrid Ranum

Language connects us — to each other; to the truth; to our best, most expansive selves. The English Department develops people for others as we work to see the world through others' eyes, to understand the truth of their experiences, and to use language to do our work in the world.

ENVIRONMENTAL STUDIES

Kevin Henrickson

Environmental studies is uniquely situated to prepare our graduates to meet the challenges they will face now and in the future. Providing students with a truly interdisciplinary background, our graduates are able to think through and articulate the moral, political, and economic dimensions of the top scientific problems facing society.

HISTORY

Rob Donnelly

In recognizing the process of change over time, History students realize that people made change, change didn't just happen. Students can become men and women for others when they understand the past as dynamic, shaped by the people who lived it. Seeing the results of good, bad, ethical, or immoral decisions, students are able to identify ways to respond to contemporary challenges.

INTEGRATED MEDIA

Susan English

The Integrated Media Department educates students in professional media fields to serve their communities and the common good. Students experiment with storytelling and strategic communication techniques, learning through the lens of social justice and Ignatian pedagogy, preparing them to both perform professionally and act morally as agents of change.

MODERN LANGUAGES & LITERATURE

Tina Isabelli

Our students work with professors who are genuinely interested in their advancement as critical thinkers, communicators, and as students that are knowledgeable of language, literature, and the history of cultural production. Together with study abroad that enhances interaction with the global community, we educate students for lives of leadership for the common good.



In January 2018, the College of Arts & Sciences Department Chairs and Dean's Office presented Father Voiss with a framed Madonna Della Strada print to welcome the Jesuits to their new home on campus of the same name.

MUSIC

Timothy Westerhaus

The Music Department empowers students to make sense of the world as expressive humans that play, sing, compose, teach, improvise, and conscientiously listen. Through music creation, students find a voice for their innermost joys and sorrows; they grapple with discord, discovering beauty in dissonance and diversity; and they engage with today's relevant issues through new music, sparking innovation and understanding.

NATIVE AMERICAN STUDIES

Laurie Arnold

Native American Studies develops men and women for others through asking students to look beyond themselves, to learn about other cultures and societies from the inside-out, rather than as onlookers. This learning process is intellectual, but it is based in empathy and it develops appreciation for non-Western cultural practices.

PHILOSOPHY

Jay Ciaffa

Philosophy promotes sustained reflection on human nature, dignity, and morality, and encourages students to think about their future roles in the world. Our courses foster self-knowledge, curiosity, and desire for truth, which are essential to intelligent, morally informed citizenship and leadership. Our curriculum highlights the Christian intellectual tradition and the core values of Jesuit education.

PHYSICS

Al Greer

The curriculum is designed to prepare students for careers by exposing them to the fundamental laws that govern the universe and instilling in them the ability to apply these laws in real-world situations. Students discover new ideas and see the implications of scientific thinking.

POLITICAL SCIENCE

Michael Treleaven

Politics and government are to be in the care of citizens. Citizens consider with critical eyes their institutions and politics, conserving the humane achievements found in these, but also what better justice is needed. Studying politics grounds our exercise of judgment and actions toward the flourishing of persons and communities.

PSYCHOLOGY

Monica Bartlett

Experience accompanies our classroom learning. Our students conduct research as part of faculty lab teams and participate in community-engaged service through classes such as "The Psychology of Poverty" and "Emotion." Thus, our students use their knowledge to tackle scientific problems and to serve others.

RELIGIOUS STUDIES

Kevin McCrudden

The Department of Religious Studies embodies the University mission by seeking to cultivate in students an empathy for the vulnerable and marginalized persons of contemporary society. The Department strives to attain this goal by introducing students to the academic study of Religion through the application of multiple theological and religious studies methodologies.

SOCIOLOGY

Andrea Bertotti Metoyer

The Department of Sociology and Criminal Justice trains students to understand and confront the social issues of our time. Courses examine how institutions like the law, family, and education, perpetuate social inequalities. Students engage in community-based learning and develop practical research skills in the process of becoming public intellectuals and citizens.

THEATRE & DANCE

Kathlen Jeffs

The Theatre and Dance Department at Gonzaga is committed to developing artists who confront the important issues of our lives through their engagement with the art forms of theatre and dance. Our students critically reflect on a broad range of literature, theatrical forms, and techniques, engaging with the foundations of our culture and promoting character formation that reflects the faith and justice mission of Gonzaga.

WOMEN'S & GENDER STUDIES

Ann Ciasullo

Women's and Gender Studies invites students both to interrogate how institutional structures perpetuate power, privilege, and social inequalities and to imagine how these inequalities can be mitigated or eliminated altogether. In doing so, WGST introduces students to real-world problems—sexism, racism, classism—and asks students to be women and men of change in the world.

PUBLICATIONS & INSTITUTES

ARTICLES

Antonio Abeyta, *BIOLOGY*, "Ubiquitination-Linked Phosphorylation of the FANCI/S/TQ Cluster Contributes to Activation of the Fanconi Anemia I/D2 Complex," *Cell Reports*; **Matthew Bolton**, *ENGLISH*, "Like Oil and Water: Adaptation as Textuality, Intertextuality, and Metatextuality in Lady Snowblood (Fujita, 1973)," *Studies in 20th & 21st Century Literature*; **Ann Ciasullo**, *ENGLISH* and *WOMEN'S & GENDER STUDIES*, "Embattled Terrains: The Body as the Site of Social (In)justice in American Literature," *Critical Insights: Social Justice and American Literature*; **Jessica Maucione**, *ENGLISH*, "The Revelatory Racial Politics of The Sopranos: Black and Brown Bodies and Storylines as Props and Backdrop in the Normalization of Whiteness," *Violence Against Black Bodies: An Intersectional Analysis of How Black Lives Continue to Matter*; "White Ethnic Racial Backlash and Black Millennial Counter-narrative: Intersections of Race and Masculinity in

Sylvester Stallone's Rocky Series and Ryan Kyle Coogler's Creed," *Italian Americana: Cultural and Historical Review*; "Teaching Literary Cartographies of Race, Space, Place and Displacement," *Teaching Space, Place, and Literature*; **Michael Pringle**, *ENGLISH*, "Strange New Worlds: Gender Disparity in Star Trek: TOS," *To Boldly Go: Essay on Gender and Identity in the Star Trek Universe*; **David Tagnani**, *ENGLISH*, "Materialism, Mysticism, and Ecocriticism in Environmental Trajectories: Modes, Debates, and Reconfigurations," *English Language Notes*; **Tracy Simmons**, *INTEGRATED MEDIA*, "Faith and Values: In grief, there's a chance for reconciliation," "Evangelical Lutheran Church in America's Eastern Washington-Idaho Synod installs its first female bishop," "Faith and Values: Sharing stories allows us to really know others," "Faith and Values: Don't let yourself become desensitized to news of world," "Second Sikh temple opens in Spokane

Valley," *Spokesman Review*; **Torunn Haaland**, *MODERN LANGUAGES AND LITERATURE*, "From this side of the barbed wire: Resistance, Love and Dialogues of Subversion in Primo Levi's 'Se questo e' un uomo' (1947)," *JASIA*

BOOKS

Brian G. Henning, *PHILOSOPHY*, General Introduction of *The Harvard Lectures of Alfred North Whitehead, 1924-1925*; **Nicole Willms**, *SOCIOLOGY*, *When Women Rule the Court*; **Heather Crandall**, *COMMUNICATION STUDIES*, *Gender, Communication, and the Leadership Gap*; **Molly Kretchmar Hendricks**, *PSYCHOLOGY*, *Creating Compassionate Foster Care: Lessons of Hope from Children and Families in Crisis*; **Robert Herold**, *POLITICAL SCIENCE*, *Robert's Rules: Selected Columns: 1994-2017*

FICTION

Beth Cooley, *ENGLISH*, "Photo Op," *Wisconsin Review*



Laurie Arnold



Cynthia Stavrianos



Heather Crandall

2018 Grant-funded Summer Institutes

NATIVE AMERICAN STUDIES

In concert with Whitman College's Dr. Christopher Leise, **Dr. Laurie Arnold** won a grant from the **National Endowment for the Humanities** to host a Summer Institute for faculty development June 17–July 1. The institute, "**The Native American West: A Case Study of the Columbia Plateau**," will bring faculty from two- and four-year institutions together to explore a variety of perspectives on the Native American West, the Columbia Plateau, and U.S. history.

Applications are available at nativeamericanwest.org and are due March 1.

WOMEN'S LEADERSHIP

Thanks to a grant from the **Women's Funding Alliance**, Gonzaga and WSU Health Sciences Spokane will host a **National Education for Women's Leadership** summer institute July 12–17, 2018. The residential program seeks to remedy the imbalance of women in political arenas to achieve a more representative system. The program also seeks to increase young women's leadership efficacy by providing development of leadership skills and coaching from past and present women leaders. **Cynthia Stavrianos** and **Heather Crandall** teamed up with WSU's Veronica Puentes to submit the grant; applications are open now through April 20 at spokane.wsu.edu/studentaffairs/new-leadership.